

3rd Grade Study Plan- May 18

| Week 9 Monday/ lunes | Tuesday/ martes | Wednesday/ miercoles | Thursday/ jueves | Friday/ viernes |
|--|--|---|--|--|
| ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/ Reading Plus lesson Read "Red and Her Friends", page 350 Daily Journal Entry: Think of a time you had a big job to do. Who helped you? What did you do to celebrate after completing the task? Math <ul style="list-style-type: none"> 1 Dreambox or ST Math Lesson Monday Homework Math Sprint: lesson 1A <hr/> ELD <ul style="list-style-type: none"> Daily ELD homework OR BrainPopELL (access through Clever) <hr/> PE <ul style="list-style-type: none"> PE Activities <hr/> Well-Being & Leader in Me <ul style="list-style-type: none"> Monday LIM homework SEL Lesson- choose one activity FUESD's SEL Resources | ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/ Reading Plus lesson Read "Cook-a-Doodle-Doo", page 353 Daily Journal Entry: Which character is most helpful to Rooster? Which character is least helpful? Explain why. Support your answer with information from the story. <hr/> Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Tuesday Homework Math Sprint: lesson 1B <hr/> ELD <ul style="list-style-type: none"> Daily ELD homework OR KPBS Kids (access through Clever) <hr/> PE <ul style="list-style-type: none"> PE Activities <hr/> Well-Being & Leader in Me <ul style="list-style-type: none"> Tuesday LIM homework SEL Lesson-choose one activity OR Tuesday SEL homework FUESD's SEL Resources Thirvely- choose one activity (access through Clever) | ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/ Reading Plus lesson Read "Welcome to the Bakery", page 378 Daily Journal Entry: What kind of person do you think would make a good baker? Why do you think that? 3M Science at Home: Inflation Station If you have the ingredients and materials, perform this experiment with an adult at home. Complete a 6 Word Story. <hr/> Math <ul style="list-style-type: none"> 1 Dreambox or ST Math Lesson Wednesday Homework Math Sprint: lesson 2A <hr/> ELD <ul style="list-style-type: none"> Daily ELD homework OR BrainPopELL (access through Clever) <hr/> PE <ul style="list-style-type: none"> PE Activities <hr/> Well-Being & Leader in Me <ul style="list-style-type: none"> SEL Lesson- choose one activity FUESD's SEL Resources | ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/ Reading Plus lesson Re-read "Cook-a-Doodle-Doo", page 353 Daily Journal Entry: Pretend you want to bake a cake. Which of the characters would you ask to help you? Why? <hr/> Math <ul style="list-style-type: none"> 1 Dreambox or ST Math Lesson Thursday Homework Math Sprint: lesson 2B <hr/> ELD <ul style="list-style-type: none"> Daily ELD homework OR Benchmark Universe Ebooks (Dual Collection English/SPANish) (access through Clever) <hr/> PE <ul style="list-style-type: none"> PE Activities <hr/> Well-Being & Leader in Me <ul style="list-style-type: none"> Thursday LIM Homework SEL Lesson - choose one activity OR Thursday SEL homework FUESD's SEL Resources Thirvely- choose one activity (access through Clever) | ELA <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/ Reading Plus lesson Re-read "Welcome to the Bakery", page 378 Daily Journal Entry: Think about this article and Cook-a-Doodle-Doo! What tips could a real baker give the animals? <hr/> Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Math Sprint: lesson 7A <hr/> ELD <ul style="list-style-type: none"> Daily ELD homework OR Benchmark Universe Ebooks (Dual Collection English/SPANish) (access through Clever) <hr/> PE <ul style="list-style-type: none"> PE Activities <hr/> Well-Being & Leader in Me <ul style="list-style-type: none"> Friday LIM homework SEL Lesson - choose one activity FUESD's SEL Resources |

3 Grado - Plan de Estudio Independiente de FUESD – 18 de mayo

| Semana 9 lunes | martes | miércoles | jueves | viernes |
|---|--|---|---|---|
| <p>ELA</p> <ul style="list-style-type: none"> • Leer 30 minutos independientemente: Registro de Lectura • 1 Lexia/o lección de Reading Plus • Leer "Red and Her Friends", página 350 • Entrada diaria del diario: Piensa en alguna vez que tuviste un gran trabajo que hacer. ¿Quién te ayudó? ¿Qué hiciste para celebrar después de completar la tarea? <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 Dreambox o lección ST • Tarea de lunes • Math Sprint: lección 1A <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Tarea diaria el ELD o BrainPopELL (acceso a través de Clever) <hr/> <p>Educacion Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>El bienestar y Líder en mi</p> <ul style="list-style-type: none"> • lunes LIM tarea • Lección SEL- elegir una actividad • Recursos SEL de FUESD | <p>ELA</p> <ul style="list-style-type: none"> • Leer 30 minutos independientemente: Registro de Lectura • 1 Lexia/o Reading Plus lección • Leer "Cook-a-Doodle-Do", página 353 • Entrada diaria del diario: ¿Qué personaje es más útil para Rooster? ¿Qué personaje es menos útil? Explicar por qué. Apoya tu respuesta con información de la historia. <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 Dreambox o ST lección • Tarea de martes • Math Sprint: lección 2B <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Tarea diaria de ELD o KPBS Kids (acceso a través de Clever) <hr/> <p>Educacion Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>El bienestar y Líder en mi</p> <ul style="list-style-type: none"> • martes LIM tarea • Lección SEL- elegir una actividad o tarea de martes • FUESD's SEL Resources • Thirvely- elegir una actividad (acceso a través de Clever) | <p>ELA</p> <ul style="list-style-type: none"> • Leer 30 minutos independientemente: Registro de Lectura • 1 Lexia/o Reading Plus lección • Leer "Welcome to the Bakery", página 378 • Entrada diaria del diario: ¿Qué tipo de persona crees que sería un buen panadero? ¿Por qué crees eso? • 3M Science at Home: Inflation Station • Completar 6 Word Story sobre el video "Inflation Station" <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 Dreambox o ST lección • Tarea de miércoles • Math Sprint: lección 7A <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Tarea diaria el ELD o BrainPopELL (acceso a través de Clever) <hr/> <p>Educacion Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>El bienestar y Líder en mi</p> <ul style="list-style-type: none"> • Lección SEL- elegir una actividad • FUESD's SEL Resources | <p>ELA</p> <ul style="list-style-type: none"> • Leer 30 minutos independientemente: Registro de Lectura • 1 Lexia/o Reading Plus lección • Releer "Cook-a-Doodle-Do", página 353 • Entrada diaria del diario: Finge que quieres hornear un pastel. ¿Cuál de los personajes pedirías que te ayude? ¿por qué? <hr/> <p>Math</p> <ul style="list-style-type: none"> • Lección 1 Dreambox o ST • Tarea de jueves • Math Sprint: lección 2B <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Tarea diaria ELD o Benchmark Universe Ebooks (Dual Collection English/SPANISH) (acceso a través de Clever) <hr/> <p>Educacion Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>El bienestar y Líder en mi</p> <ul style="list-style-type: none"> • jueves LIM tarea • Lección SEL- elegir una actividad o tarea de martes • FUESD's SEL Resources • Thirvely- elegir una actividad (acceso a través de Clever) | <p>ELA</p> <ul style="list-style-type: none"> • Leer 30 minutos independientemente: Registro de Lectura • 1 Lexia/o Reading Plus lección • Re-leer "Welcome to the Bakery", página 378 • Entrada diaria del diario: ¡Piensa en este artículo y En Cook-a-Doodle-Do! ¿Qué consejos podría darle un verdadero panadero a los animales? <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 Dreambox o ST lección • Math Sprint: lección 7A <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Tarea diaria de ELD o KPBS Kids (acceso a través de Clever) <hr/> <p>Educacion Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>El bienestar y Líder en mi</p> <ul style="list-style-type: none"> • viernes LIM tarea • Lección SEL- elegir una actividad • Recursos SEL de FUESD |



Vocabulary

| | |
|-------------|------------|
| tradition | Ingredient |
| magnificent | recipes |
| masterpiece | tasty |

Dictionary

An **idiom** is a phrase with a meaning that is different from the meaning of each word in it.

see eye to eye = agree



Red and Her Friends

by Marilyn MacGregor



A hen named Red lived in a city. Red and her pals did everything together. On Monday morning, as was their **tradition**, Red and her feline friend Fiona went shopping. As they passed a trash-filled, weed-covered lot, Red smiled. "Wouldn't that lot be a **magnificent** spot for a garden?" she asked.

Fiona didn't see eye to eye with Red. "This place is a mess. It's a disaster!"

"We'd have to clean it up, of course," said Red. She saw their friend Ricardo and asked him for help.

"Sorry. I have a dentist appointment," Ricardo barked and walked away wagging his tail.

Red was disappointed. Fiona hissed angrily.

"I'll help you," said Fiona.

Red and Fiona cleaned the lot. Then it was time to plant seeds.

"I wish I could help," said Ricardo as he passed by, "but I have bones to dig up."

"I'll help," said Fiona, shaking her head at the dog.

Red and Fiona planted carrots, pumpkins, and squash. Soon the seeds grew and made the garden beautiful. It looked like a **masterpiece**! Red asked her friends to help weed and water. Only Fiona had time to help. When it was time to pick the vegetables, only Red and Fiona did the work.

"I'll make dinner," said Red. "Each vegetable will be an **ingredient** in my **recipes** for cooking vegetable stew and pumpkin pie." Red licked her lips. "Those are **tasty** dishes."

Ricardo happened to walk by just then.

"I'd be happy to come to dinner," he said.

"You didn't help clean, weed, water, or pick. What makes you think you're invited?" asked Fiona. Red nodded firmly.

Of course, Fiona was invited, and everything was delicious.

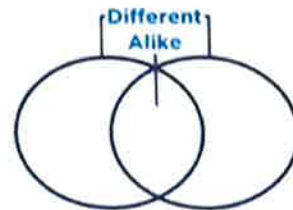
Reread for Comprehension

Make Inferences and Analyze

Compare and Contrast To **compare** and **contrast** is to tell how things are alike and different. To compare and contrast characters you need to make inferences about how the characters are alike and different.

A Venn diagram can help you compare characters.

Reread the selection to compare Fiona with Ricardo. As you read, think about each character's actions, traits, and feelings.





Comprehension

Genre

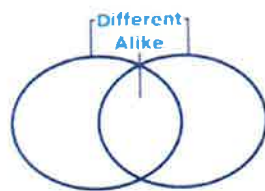
Fantasy tells a story about invented characters who could not exist in real life.

Make Inferences and Analyze



Compare and Contrast

As you read, use your Venn diagram.

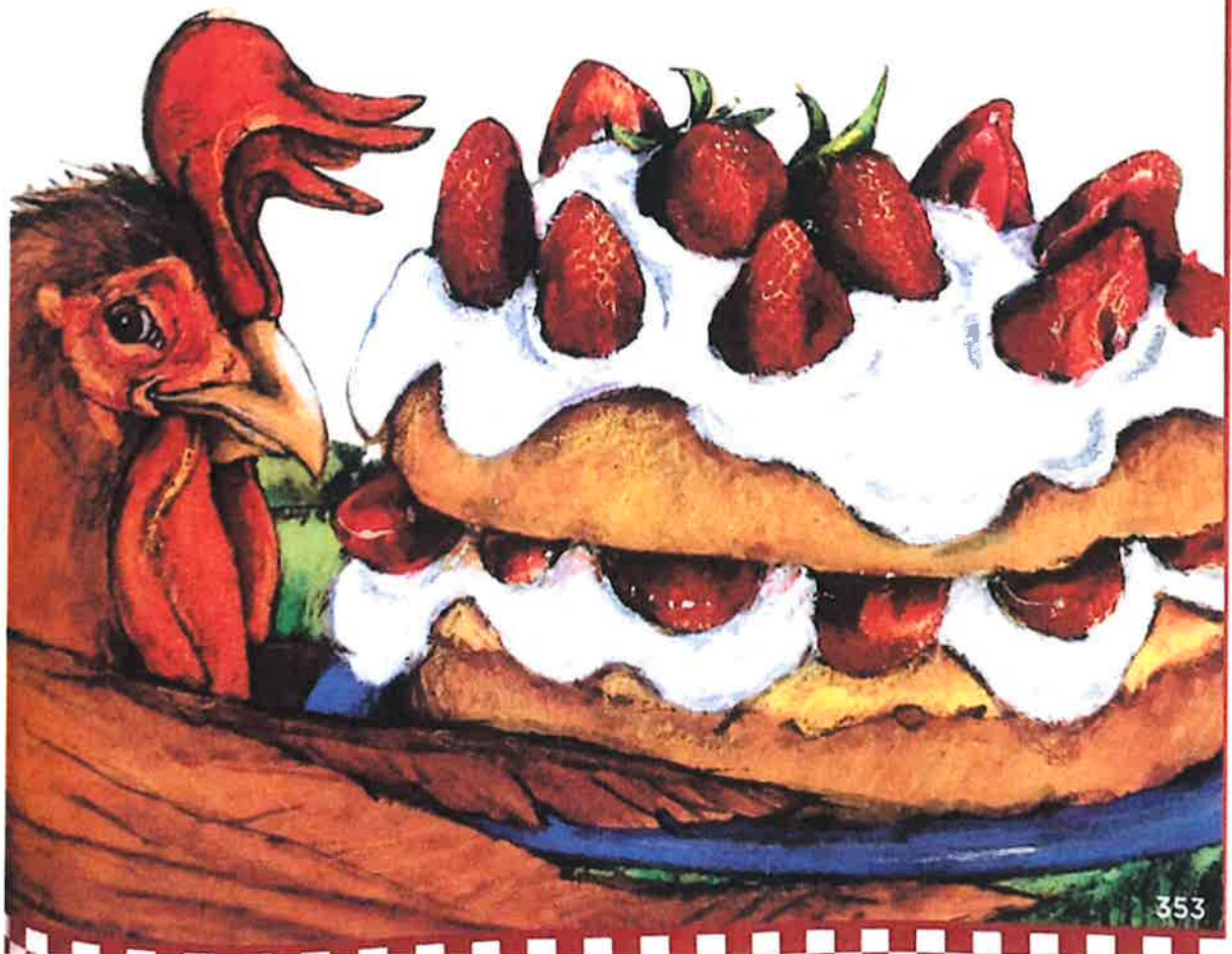


Read to Find Out

Who will help Rooster bake a strawberry shortcake?

Cook-a-Doodle-Do!

by Janet Stevens and
Susan Stevens Crummel
illustrated by Janet Stevens





Peck. Peck. Peck.

"Always chicken feed! Day after day—year after year—I'm sick of it!" squawked Big Brown Rooster. "Can we get something new to eat around here? Please? Nobody's listening. What's a hungry rooster to do?"

"There's no hope. Wait a minute ..." Rooster remembered a story his mama used to tell, a story handed down from chicken to chicken. The story of his famous great-grandmother, the Little Red Hen.

Rooster rushed into the chicken coop. "It has to be here," he said. He looked high and low, and there it was at last, hidden under a nest—her cookbook.

The Joy of Cooking Alone by L. R. Hen.

Rooster carefully turned the pages. "So many **recipes**—and I thought she just baked bread! Look at the strawberry shortcake!"

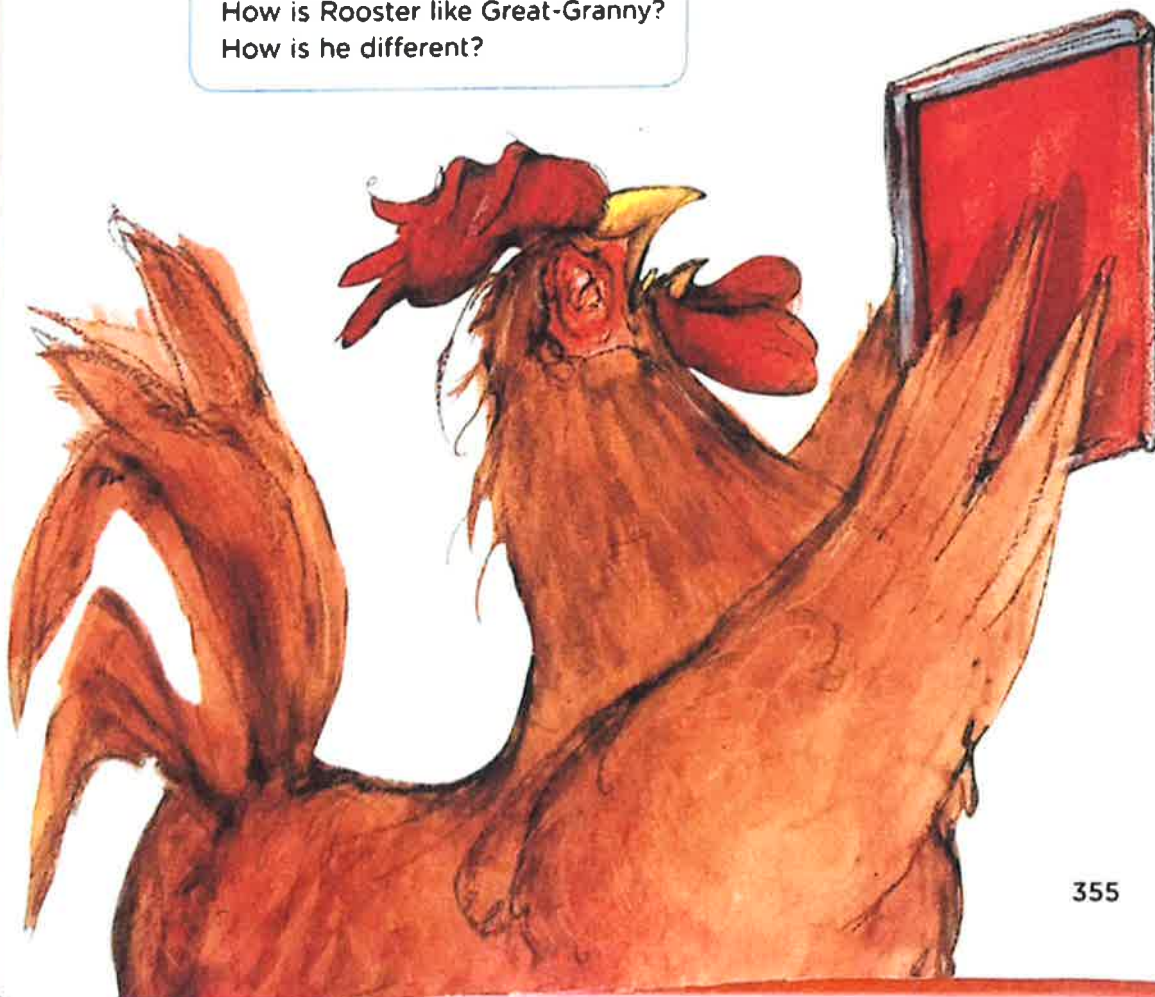
"That's it! I'll make the most wonderful, **magnificent** strawberry shortcake in the whole wide world. No more chicken feed for me!"

"Yes sirree—just like Great-Granny, I'll be a cook! COOK-A-DOODLE-DO-O-O!" crowed Rooster as he pranced toward the big farmhouse.

Compare and Contrast

How is Rooster like Great-Granny?

How is he different?





"Cook-a-doodle-doo?" said Dog.

"Have you lost your marbles, Rooster?" asked Cat.

"You've never cooked anything before!" said Goose.

"That doesn't matter," replied Rooster. "Cooking is in my blood—it's a family tradition. Now, who will help me?"

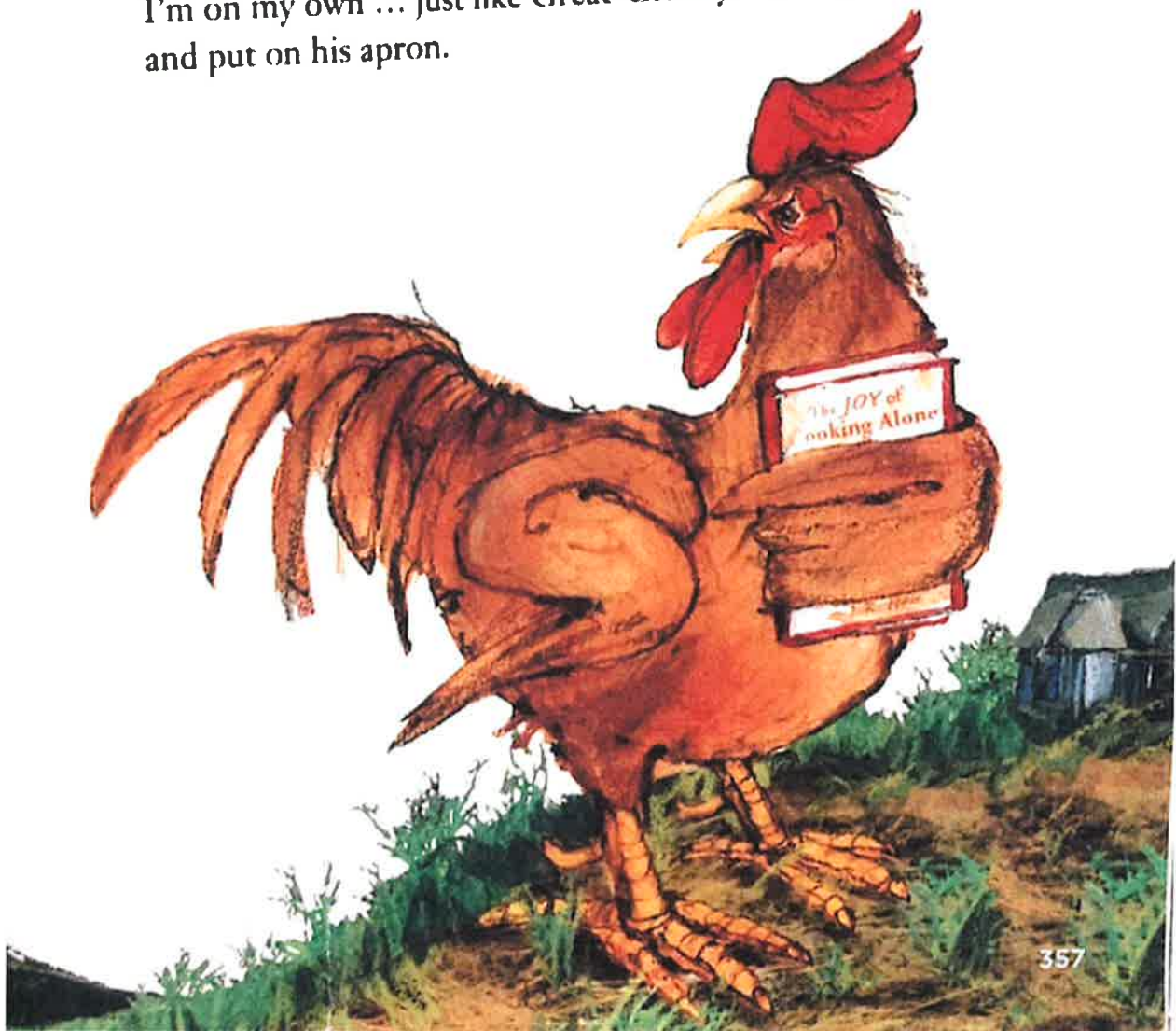
"Not I," said Dog.

"Not I," said Cat.

"Not I," said Goose.

And away they went.

Rooster pushed open the kitchen door. "It looks like I'm on my own ... just like Great-Granny." He sighed and put on his apron.



"We'll help you."

Rooster turned, and there stood Turtle, Iguana, and Potbellied Pig.

"Do you three know anything about cooking?" Rooster asked.

"I can read recipes!" said Turtle.

"I can get stuff!" said Iguana.

"I can taste!" said Pig. "I'm an expert at tasting."



"Then we're a team," declared Rooster. "Let's get ready and start cooking!"

Turtle read the cookbook. "Heat oven to 450 degrees."

"I can do that!" said Iguana. "Look, I'll turn the knob. 150, 250, 350, 450. Hey, cooking is easy!"

Rooster put a big bowl on the table. "What's our first **ingredient**?" he asked.

"The recipe says we need flour," said Turtle.

"I can do that!" said Iguana. He dashed outside and picked a petunia. "How's this flower?"



Little Red Hen's Magnificent Strawberry Shortcake



A cookbook gives directions for making many different things to eat. Each type of food has its own recipe—a list of everything that goes into it and step-by-step directions on how to make it.



One of the oven knobs controls the temperature of the oven. The higher the number on the knob, the hotter the oven. Temperature is measured in degrees Fahrenheit (°F) or degrees Celsius (°C). On a very hot day the temperature outside can be over 100°F (38°C). Can you imagine what 450°F (232°C) feels like?



Ingredients are the different things that go into a recipe. Each ingredient may not taste good by itself, but if you put them all together in the right way, the result tastes delicious.

"No, no, no," said Rooster. "Not *that* kind of flower. We need flour for *cooking*. You know, the fluffy white stuff that's made from wheat."

"Can I taste the flour?" asked Pig.

"Not yet, Pig," said Turtle. "The recipe says to sift it first."

"What does *sift* mean?" asked Iguana.

"Hmmm," said Turtle. "I think *sift* means 'to search through' ..."



Make sure you use a big bowl that will hold all of the ingredients. It's best to set out everything before you start cooking, so you don't have to go looking for your ingredients one-by-one like Iguana!



Flour is made from wheat grains that are finely ground. Long ago, the grinding was done by hand; now it is done by machines. Rooster's Great-Granny had to grind the grain into flour by hand, but you and Rooster can buy flour at the grocery store.



You will find many different kinds of flour at the store—including all-purpose flour, whole-wheat flour, cake flour, and high-altitude flour. Rooster's recipe calls for all-purpose flour.

Sifting adds air to the flour so it can be measured accurately. Some sifters have cranks, some have spring-action handles, and some are battery powered.

Make sure you put waxed paper on the counter before you start sifting. It will make cleanup a lot easier!

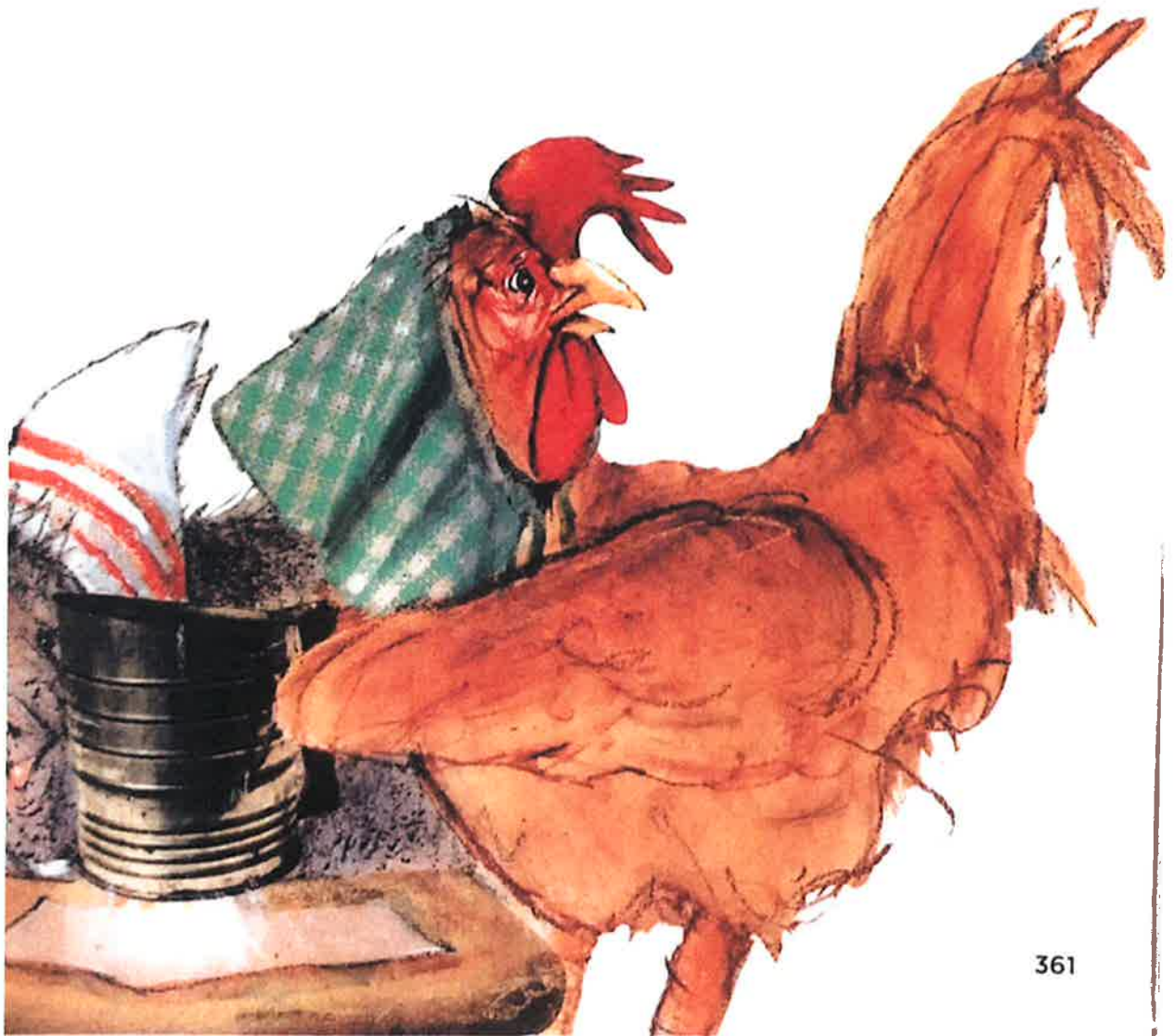
"You mean like when I sift through the garbage looking for lunch?" asked Pig.

"I can do that!" said Iguana. And he dived into the flour, throwing it everywhere!

"No, no, no," said Rooster. "Don't sift the flour like that. Put it through this sifter." Rooster turned the crank and sifted the flour into a big pile.

"Can I taste the pile?" asked Pig.

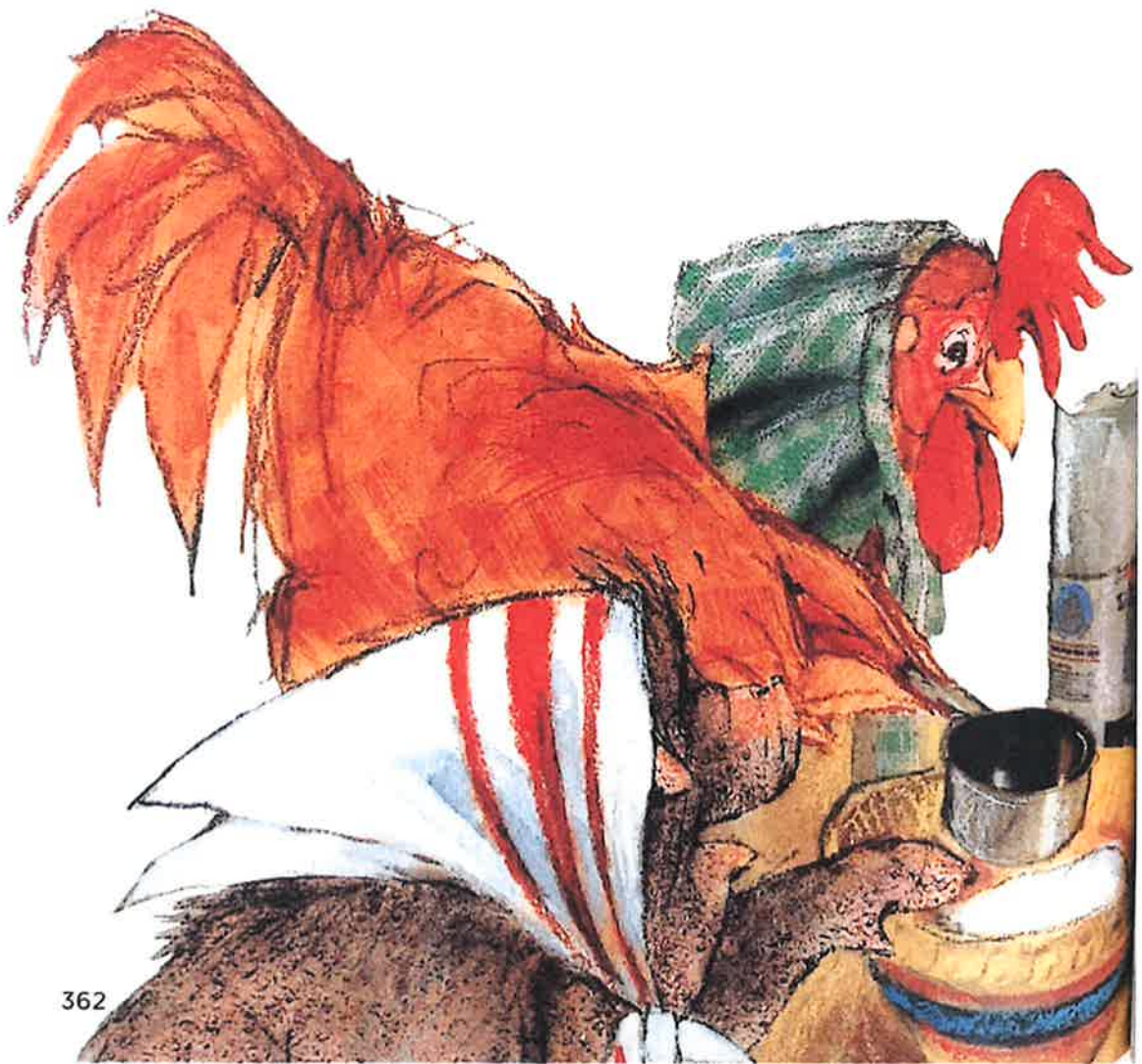
"Not yet, Pig," said Turtle. "Now we measure the flour."



"I can do that!" said Iguana. He grabbed a ruler.
"The flour is four inches tall."

"No, no, no," said Rooster. "We don't want to know
how *tall* it is. We want to know how *much* there is.
We measure the flour with this metal measuring cup."

"We need two cups," added Turtle. "So fill it twice."
Rooster dumped the two cups of flour into the bowl.



“Can I taste it *now*?” asked Pig.

“Not yet, Pig,” said Turtle. “Next we add two tablespoons of sugar, one tablespoon of baking powder, and one-half teaspoon of salt.”

Compare and Contrast

How is Pig different from Rooster?



Measuring cups for dry ingredients are made of metal or plastic and usually come in sets of four—1 cup, 1/2 cup, 1/3 cup, and 1/4 cup. Pick the measuring cup that holds the amount you need, then dip it into the dry ingredient, getting a heaping amount. Level it off with the straight edge of a knife and let the extra fall back into the container (although Pig would be very happy if just a little fell on the floor!).

Dry ingredients can be measured in cups or grams.

1 cup = 227 grams

2 cups = 454 grams



Some ingredients are included for flavor, but not baking powder. Even Pig thinks it tastes terrible! When baking powder is added to the shortcake, bubbles of gas form and get bigger while the cake bakes, which makes it rise.

Dry ingredients are all sifted together so they will be evenly mixed.

"I can do that!" said Iguana. He looked under the table. "But where are the tablespoons?" He looked in the teapot. "No teaspoons in here!"

"No, no, no," said Rooster. "Don't look in the teapot or under the table! These spoons are for measuring. Each holds a certain amount." Rooster measured the sugar, baking powder, and salt, poured them into the big bowl, then sifted all the dry ingredients together.



Iguana wasn't far off when he looked for tablespoons under the table and teaspoons in the teapot. Tablespoons were named after the large spoons used at the table to serve soup, and teaspoons after the smaller spoons used to stir tea.

3 teaspoons = 1 tablespoon = 14 grams



Butter is made by churning cream, the fat in cow's milk. (This doesn't mean it comes from a fat cow!) Margarine can be used instead of butter. Butter and margarine come in sticks and are easy to measure because their wrappers are marked in tablespoons.

1 stick butter = 1/2 cup = 8 tablespoons = 113 grams



Butter and margarine are two types of solid shortening, or fat, used in cooking. The name "shortcake" doesn't mean the cake is short—it refers to the shortening in the recipe.

Cool butter is "cut in" to dry ingredients by using two table knives or a pastry blender. Cut the butter into tiny pieces.

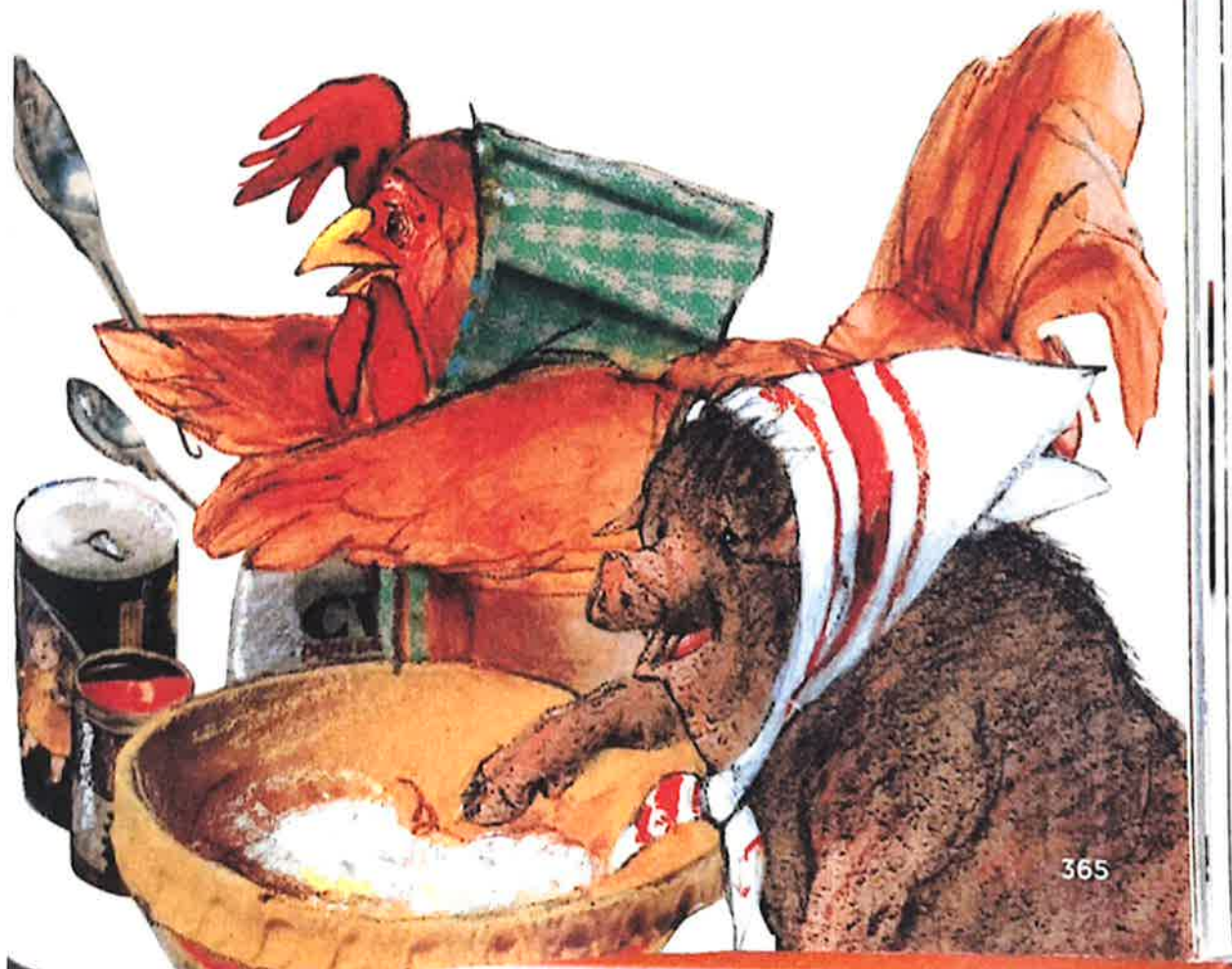
"Looks awfully white in there," said Pig. "I better taste it."

"Not yet, Pig," said Turtle. "Now we add butter. We need one stick."

"I can do that!" cried Iguana. He raced outside and broke off a branch. "How's this stick?"

"No, no, no," said Rooster. "Not *that* kind of stick. A stick of *butter*." Rooster unwrapped the butter and dropped it into the bowl.

"That butter is just sitting there like a log," said Pig. "Maybe I need to taste it."



"Not yet, Pig," said Turtle. "Next we cut in the butter."

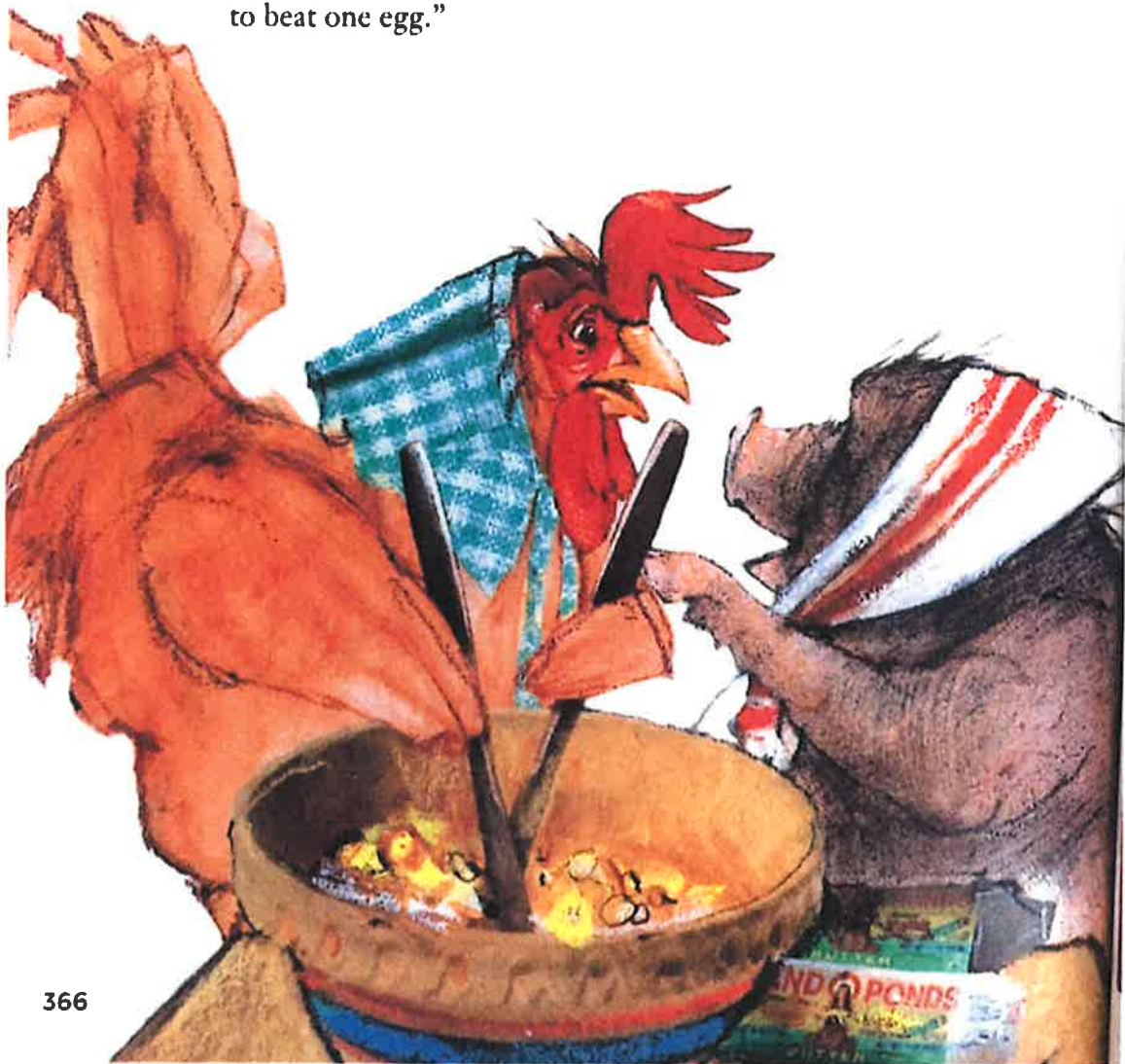
"I can do that!" said Iguana. "Uh-oh. Scissors don't cut butter very well."

"No, no, no," said Rooster. "Don't cut the butter with scissors. Use these two table knives, like this."

Rooster cut in the butter until the mixture was crumbly.

"Looks mighty dry in there," said Pig. "Perhaps I should taste it."

"Not yet, Pig," said Turtle. "Now the recipe says to beat one egg."



"I can do that!" cried Iguana.

"No, no, no," said Rooster. "Don't beat an egg with a baseball bat! We use an eggbeater." Rooster carefully broke the egg into a dish, beat it with the eggbeater, and poured it into the big bowl.

"That looks tasty," said Pig. "Please let me taste it."

"Not yet, Pig," said Turtle. "Now add milk. We need two-thirds of a cup."



Break an egg by hitting the shell gently on the edge of a countertop or bowl to make a small crack. Place both thumbs in the crack and pull the shell apart. Always crack an egg into a small bowl before you add it to the other ingredients in case the egg is bad or shell pieces fall in. Eggs add color and flavor and help hold the cake together.



You can beat eggs with a fork, a hand beater (like Rooster's), or an electric mixer. If you use an electric mixer, make sure to put the eggs in a big bowl and start off on a low speed. If you start with the mixer on high, you'll get egg on your face!



Liquid measuring cups are made of glass or plastic. Each measuring cup has a spout for pouring and extra room below the rim so you don't have to fill it to the top and worry about spilling. Always put the cup on a flat surface and measure at eye level.



Grease the pan with a solid shortening so the cake will not stick.

Rooster is mixing the batter by hand, which means to stir with a spoon instead of a mixer. (How would Iguana mix by hand?)

"I can do that!" said Iguana. "Here, hold that glass measuring cup and I'll saw off a third. We'll use the other two-thirds to measure the milk."

"Wait," said Pig. "Why don't we fill the measuring cup to the top and I'll drink down a third?"

"No, no, no," said Rooster. "The cup has marks on it— $\frac{1}{3}$ — $\frac{2}{3}$ —1 cup. We'll fill it to the $\frac{2}{3}$ mark."

Rooster poured the milk into the bowl.

"It surely needs tasting now!" said Pig.

"Not yet, Pig," said Turtle. "Now we mix the dough and put it in a greased baking pan." Rooster stirred and spread as Turtle read, "Bake in the oven for fifteen to eighteen minutes."



"I can do that!" cried Iguana.

Iguana shoved the pan into the oven. "Let's see, fifteen minutes equals nine hundred seconds. I'll count them. One, two, three, four—"

"No, no, no," said Rooster, and he set the timer so that Iguana would stop counting the seconds. Pig burned his tongue on the oven door trying to taste the shortcake. Turtle studied the cookbook to see what to do next.

"Let's cut up the strawberries and whip the cream," said Turtle.



Make sure you stay nearby, so you can hear the timer when your cake is ready! Cooking times are given in hours, minutes, or seconds.

1 hour = 60 minutes

1 minute = 60 seconds



Wash the strawberries first and cut off their tops. Use a cutting board and cut each strawberry in half, then cut each half in half. (How many pieces do you have now?) Watch out for your fingers!



Whipping cream comes from cow's milk. It contains more butterfat than regular cream. Iguana might think you use a whip to whip the cream, but you could use an eggbeater or electric mixer.

When you take something out of a hot oven, make sure you use a pot holder or oven mitt.



A trick to tell if your shortcake is done: Stick a toothpick or knife in the center of the cake. If it comes out clean, without any cake sticking to it, the shortcake is ready.

Don't forget to turn off the oven when you're finished!



And they cut and cut and whipped and whipped, until
... *ding!*

Rooster grabbed the oven mitt off Iguana's head and took the shortcake carefully out of the oven.

"Oh, it's beautiful, and it smells *sooo* good," said Pig. "I know I have to taste it now."

"Not yet, Pig," said Turtle. "We need to let it cool."

Soon the shortcake was ready to cut. Rooster sliced it in half.

They stacked one layer of cake, one layer of whipped cream, one layer of strawberries.

Then again—cake, cream, berries.

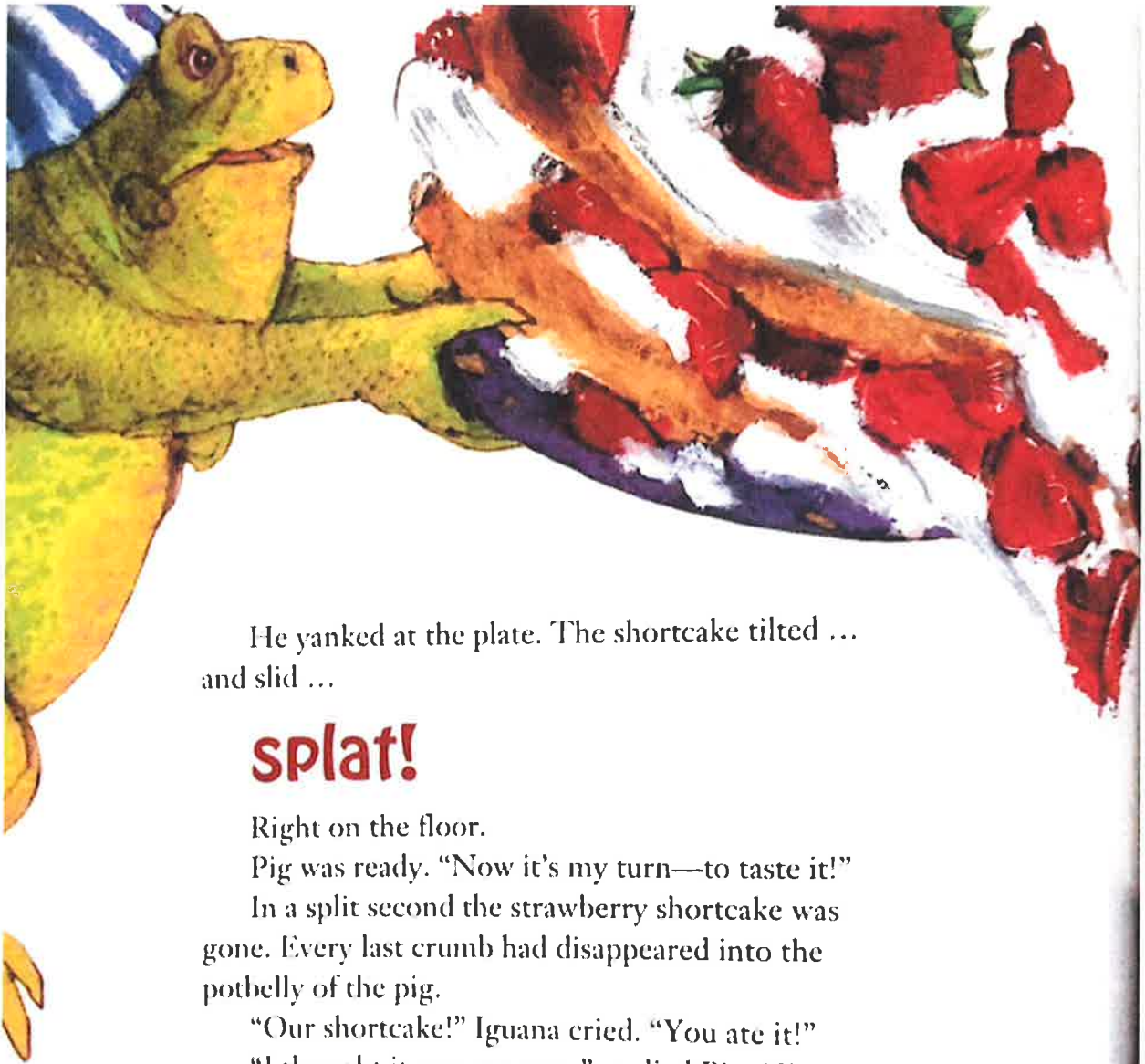
It looked just like the picture of the strawberry shortcake in the cookbook.

“This is the most wonderful, magnificent strawberry shortcake in the whole wide world,” said Rooster.

“If Great-Granny could see me now! Let’s take it to the table.”

“I can do that!” cried Iguana.





He yanked at the plate. The shortcake tilted ...
and slid ...

splat!

Right on the floor.

Pig was ready. "Now it's my turn—to taste it!"

In a split second the strawberry shortcake was gone. Every last crumb had disappeared into the potbelly of the pig.

"Our shortcake!" Iguana cried. "You ate it!"

"I thought it was my turn," replied Pig. "I'm the taster, remember? And it tasted great!"

"But it was our **masterpiece**," moaned Turtle.

"And a **tasty** one, too," said Pig. "Now we can make something else."

"Yeah ..." Iguana glared. "How about a plump, juicy roast pig?"

Pig gasped. "Roast pig? How about iguana potpie—or—or—turtle soup!"

"No, no, no!" cried Rooster. "Listen to me! We made this shortcake as a team, and teams work together."

"But Pig ate it!" whined Turtle.

"Iguana dropped it," pouted Pig.

"Turtle should have caught it," grumbled Iguana.

"It doesn't matter," said Rooster. "The first shortcake was just for practice. It won't be as hard to make the second time!"

"Well," added Turtle, "we don't have to worry about messing up the kitchen. It's already a mess."

"So, who will help me make it again?" asked Rooster.

Pig, Turtle, and Iguana looked at each other.



"I will!" said Pig.
"I will!" said Turtle.
"I will!" said Iguana.
"Cook-a-doodle-dooooo!" crowed Rooster. "Let's get
cooking again!"



Together they made the second most wonderful,
magnificent strawberry shortcake in the whole wide
world. And it was a lot easier than the first time!

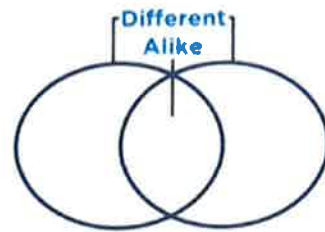




Critical Thinking

Summarize

Summarize *Cook-a-Doodle-Do!* Use the Venn diagram to help you compare Pig and Rooster. Compare and contrast the main characters. Use descriptions of their personalities and events in the story.



Think and Compare

1. **Compare** and **contrast** Rooster's character from how he was in the beginning to how he is in the end of the story. Use details from the story in your answer. **Make Inferences and Analyze: Compare and Contrast**
2. Which character is most helpful to Rooster? Which character is least helpful? Explain why. Support your answer with information from the story. **Analyze**
3. Suppose you wanted to bake a cake. Which of the characters in the story would you ask to help you? Why? **Apply**
4. Why is it important to follow directions in **recipes**? Explain your answer. **Evaluate**
5. Read "Red and Her Friends" on pages 350-351. How is it similar to *Cook-a-Doodle-Do!*? How are the two stories different? Use details from both stories in your answer. **Reading/Writing Across Texts**





History/Social Science

Genre

Nonfiction gives information about real people, places, or things.



Text Feature

Diagrams are drawings that help you understand information in the text.

Content Vocabulary

schedule

sequence

ingredients

profits



Welcome to the Bakery!

by Eric Michaels

Have you ever walked into a bakery and enjoyed the wonderful smells and tastes of freshly baked breads, pies, and cakes? Those baked goods are the results of truly hard work!

Most bakers get to work at three or four o'clock in the morning. They have to do that so the rolls, muffins, and breads will be ready to be sold before breakfast time.

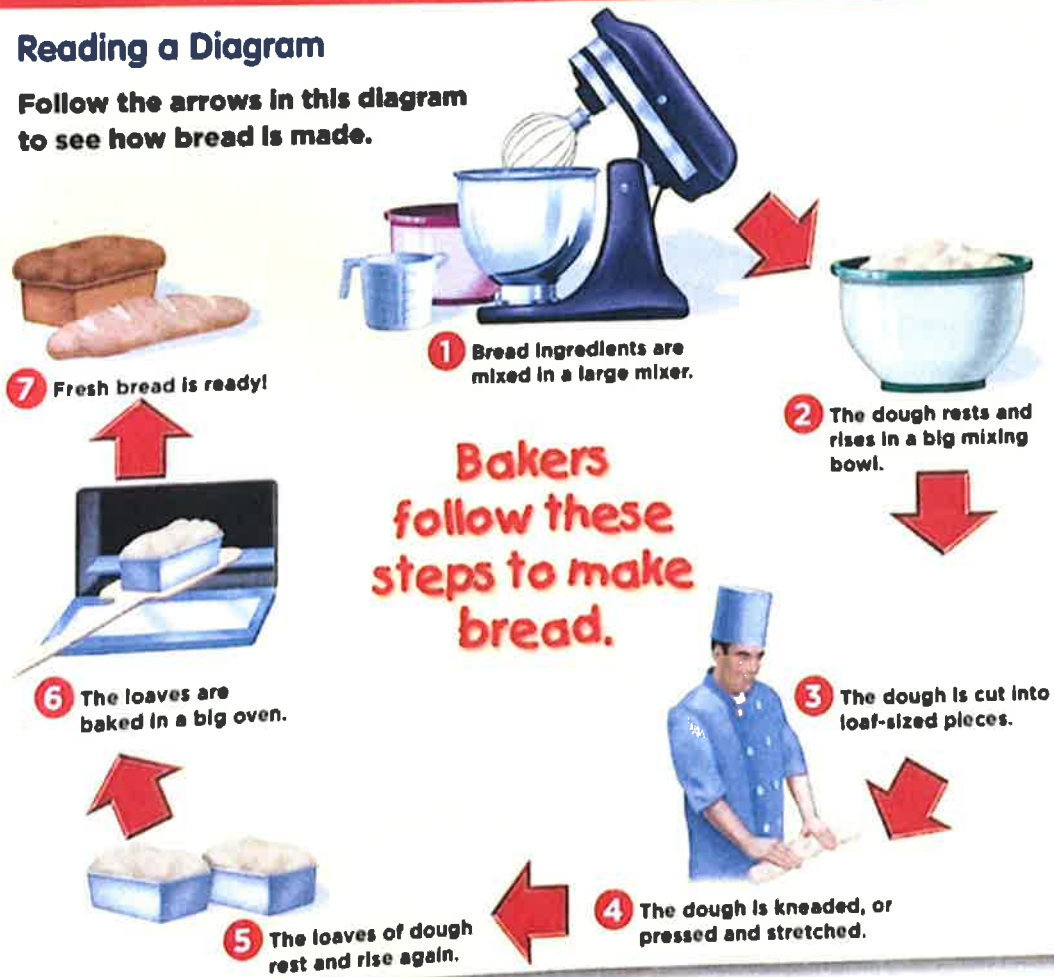
When you think about all of the things sold at a bakery, the work of a baker seems amazing! Bread is just one of the things they make, and most bakeries make and sell many kinds. They bake white breads, whole wheat, rye breads, French breads, raisin breads, and pumpernickels.



How Bread Is Made

Reading a Diagram

Follow the arrows in this diagram to see how bread is made.





At the start of the day, bakers organize their work **schedule**. They plan times to bake, sell, and order supplies. They also plan the **sequence** of their baking, such as what they should bake first.

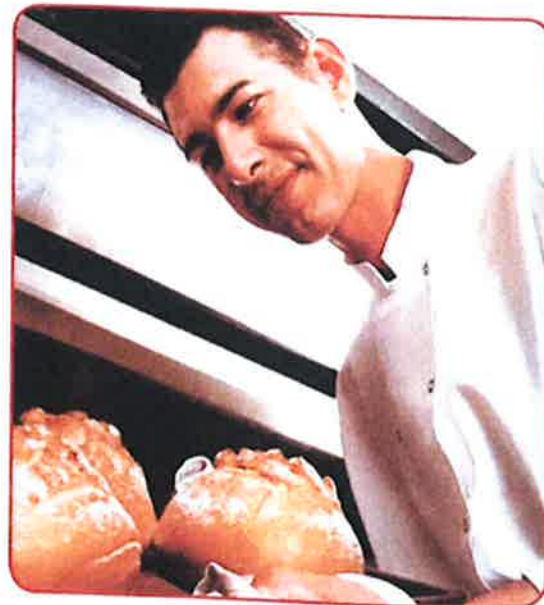
A Baker's Day

Bakers must create and mix their doughs. Every type of bread begins with a different dough. Each ingredient in the dough must be carefully weighed or measured.

Then, the **ingredients** must be mixed together. A bakery has huge mixing bowls and machines to do the mixing. After all the ingredients are mixed into a sticky dough, it must "rest" for several hours. Bread dough can't be rushed! Next, pieces of dough are cut by hand and weighed. Each piece will become one loaf of bread. But nothing is ready to be baked yet!

The dough still must be kneaded. That means that a baker must stretch it and press it over and over until it feels softer and all ingredients are completely mixed together. After kneading, the dough is shaped into loaves. Some loaves are round, some are long and thin, and others look like big braids.

It is not time to put those loaves in the oven yet! They need another "rest." Then they are finally ready to go in the oven. A bakery oven can be as big as a room. The baker watches carefully as the breads bake. When they are crusty and golden brown, the loaves are taken out of the oven to cool. Then they are ready to be sold.



Running a Bakery

A bakery is a business, so a good baker must also be a good business person. Buying ingredients, setting prices, and figuring out **profits**, or how much money is made, are all part of the bakery business.

Running a bakery is hard work, but baking beautiful, delicious things can be fun and rewarding. After all, people are always happy to enjoy the tasty treats that bakers create!



Critical Thinking

1. Look at the text and diagram on page 379. What happens before bread dough is cut into loaves? What happens after the baker kneads the dough? **Reading a Diagram**
2. What kind of a person do you think would make a good baker? Why do you think that? **Analyze**
3. Think about this article and *Cook-a-Doodle-Do!* What tips could a real baker give the animals? **Reading/Writing Across Texts**



History/Social Science Activity

Research baking recipes from other countries. Draw and label a diagram showing how to make the tastiest recipe you find. Give the diagram a title.



Find out more at
www.macmillanmh.com

Directions: Type your answers in the colored boxes for each item

Monday Reading Log

Please submit your daily reading log answers here.

| | |
|-----------------------------------|--|
| Book/Chapter(s) read: | |
| Minutes read: | |
| 1 sentence comment about reading: | |

Monday Journal Response

Read "Red and Her Friends", page 350. Think of a time you had a big job to do. Who helped you? What did you do to celebrate after completing the task?

| |
|--|
| |
|--|

Monday Math Sprint (Lesson 1A)

Please submit your daily sprint answers in the green answer boxes below.

A

Number Correct: _____

Mixed Multiplication

| | | |
|-----|----------------|--|
| 1. | $2 \times 1 =$ | |
| 2. | $2 \times 2 =$ | |
| 3. | $2 \times 3 =$ | |
| 4. | $4 \times 1 =$ | |
| 5. | $4 \times 2 =$ | |
| 6. | $4 \times 3 =$ | |
| 7. | $1 \times 6 =$ | |
| 8. | $2 \times 6 =$ | |
| 9. | $1 \times 8 =$ | |
| 10. | $2 \times 8 =$ | |
| 11. | $3 \times 1 =$ | |
| 12. | $3 \times 2 =$ | |
| 13. | $3 \times 3 =$ | |
| 14. | $5 \times 1 =$ | |
| 15. | $5 \times 2 =$ | |
| 16. | $5 \times 3 =$ | |
| 17. | $1 \times 7 =$ | |
| 18. | $2 \times 7 =$ | |
| 19. | $1 \times 9 =$ | |
| 20. | $2 \times 9 =$ | |
| 21. | $2 \times 5 =$ | |
| 22. | $2 \times 6 =$ | |

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|-----|----------------|--|
| 23. | $2 \times 7 =$ | |
| 24. | $5 \times 5 =$ | |
| 25. | $5 \times 6 =$ | |
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| 27. | $4 \times 5 =$ | |
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| 31. | $3 \times 6 =$ | |
| 32. | $3 \times 7 =$ | |
| 33. | $2 \times 7 =$ | |
| 34. | $2 \times 8 =$ | |
| 35. | $2 \times 9 =$ | |
| 36. | $5 \times 7 =$ | |
| 37. | $5 \times 8 =$ | |
| 38. | $5 \times 9 =$ | |
| 39. | $4 \times 7 =$ | |
| 40. | $4 \times 8 =$ | |
| 41. | $4 \times 9 =$ | |
| 42. | $3 \times 7 =$ | |
| 43. | $3 \times 8 =$ | |
| 44. | $3 \times 9 =$ | |

| | | | |
|-----|-----|-----|-----|
| 1. | 13. | 25. | 37. |
| 2. | 14. | 26. | 38. |
| 3. | 15. | 27. | 39. |
| 4. | 16. | 28. | 40. |
| 5. | 17. | 29. | 41. |
| 6. | 18. | 30. | 42. |
| 7. | 19. | 31. | 43. |
| 8. | 20. | 32. | 44. |
| 9. | 21. | 33. | |
| 10. | 22. | 34. | |
| 11. | 23. | 35. | |
| 12. | 24. | 36. | |

Monday Math Homework

Directions: Please submit your Monday answers in the purple boxes below.

3rd Grade Homework - Trimester 2

Trimester 2: Week 9

Name _____ Student # _____

Monday: Single-Digit Multiplication

1. $3 \times 6 = \underline{\quad}$

2. $4 \times \underline{\quad} = 12$

3.
$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

5. A student has 7 pages of stickers. There are 5 rows of stickers on each page. How many rows of stickers does the student have?

| | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

Monday ELD Homework

Read a book to your family but don't let them see the title. Let them take turns to guess the title.
OR complete an activity on BrainPopELL (access through Clever).

Monday LIM Homework

Directions: Begin With the End in Mind= Plan your week with a family member! Record your plan in the box below.

| |
|---|
| Big Rocks Today: #1. #2. #3. |
| Big Rocks Tuesday: #1. #2. #3. |
| Big Rocks Wednesday: #1. #2. #3. |
| Big Rocks Thursday: #1. #2. #3. |
| Big Rocks Friday: #1. #2. #3. |

Monday SEL Homework

Directions: Choose a lesson!

[SEL Lesson](#)

PE Homework

Directions: Choose a lesson from the link or page listed below.

[PE Activities](#)

BLACK WIDOW WARM-UP

Complete three rounds of each exercise!

BLACK WIDOW WARM-UP

JOG IN PLACE: 45 SECONDS

15 JUMPING JACKS

SIDE PLANK: 30 SECONDS BOTH SIDES

10 SQUAT JUMPS

SELF DEFENSE KICK: 10 TIMES EACH LEG

JOG IN PLACE: 45 SECONDS

10 BURPPES

HAMMER OUT THIS WARM-UP 2 MORE TIMES

THOR

Directions: Type your answers in the colored boxes for each item

Tuesday Reading Log

Please submit your daily reading log answers here.

| | |
|-----------------------------------|--|
| Book/Chapter(s) read: | |
| Minutes read: | |
| 1 sentence comment about reading: | |

Tuesday Journal Response

Read "Cook-a-Doodle-Do", page 353. Which character is most helpful to Rooster? Which character is least helpful? Explain why. Support your answer with information from the story.

| |
|--|
| |
|--|

Tuesday Math Sprint (Lesson 1B)

Please submit your daily sprint answers in the green answer boxes below.

B

Number Correct: _____

Improvement: _____

Mixed Multiplication

| | | |
|-----|----------------|--|
| 1. | $5 \times 1 =$ | |
| 2. | $5 \times 2 =$ | |
| 3. | $5 \times 3 =$ | |
| 4. | $3 \times 1 =$ | |
| 5. | $3 \times 2 =$ | |
| 6. | $3 \times 3 =$ | |
| 7. | $1 \times 7 =$ | |
| 8. | $2 \times 7 =$ | |
| 9. | $1 \times 9 =$ | |
| 10. | $2 \times 9 =$ | |
| 11. | $2 \times 1 =$ | |
| 12. | $2 \times 2 =$ | |
| 13. | $2 \times 3 =$ | |
| 14. | $4 \times 1 =$ | |
| 15. | $4 \times 2 =$ | |
| 16. | $4 \times 3 =$ | |
| 17. | $1 \times 6 =$ | |
| 18. | $2 \times 6 =$ | |
| 19. | $1 \times 8 =$ | |
| 20. | $2 \times 8 =$ | |
| 21. | $5 \times 5 =$ | |
| 22. | $5 \times 6 =$ | |

| | | |
|-----|----------------|--|
| 23. | $5 \times 7 =$ | |
| 24. | $2 \times 5 =$ | |
| 25. | $2 \times 6 =$ | |
| 26. | $2 \times 7 =$ | |
| 27. | $3 \times 5 =$ | |
| 28. | $3 \times 6 =$ | |
| 29. | $3 \times 7 =$ | |
| 30. | $4 \times 5 =$ | |
| 31. | $4 \times 6 =$ | |
| 32. | $4 \times 7 =$ | |
| 33. | $5 \times 7 =$ | |
| 34. | $5 \times 8 =$ | |
| 35. | $5 \times 9 =$ | |
| 36. | $2 \times 7 =$ | |
| 37. | $2 \times 8 =$ | |
| 38. | $2 \times 9 =$ | |
| 39. | $3 \times 7 =$ | |
| 40. | $3 \times 8 =$ | |
| 41. | $3 \times 9 =$ | |
| 42. | $4 \times 7 =$ | |
| 43. | $4 \times 8 =$ | |
| 44. | $4 \times 9 =$ | |

| | | | |
|-----|-----|-----|-----|
| 1. | 13. | 25. | 37. |
| 2. | 14. | 26. | 38. |
| 3. | 15. | 27. | 39. |
| 4. | 16. | 28. | 40. |
| 5. | 17. | 29. | 41. |
| 6. | 18. | 30. | 42. |
| 7. | 19. | 31. | 43. |
| 8. | 20. | 32. | 44. |
| 9. | 21. | 33. | |
| 10. | 22. | 34. | |
| 11. | 23. | 35. | |
| 12. | 24. | 36. | |

Tuesday Math Homework

Directions: Please submit your Tuesday answers in the purple boxes below.

Tuesday: Single-Digit Division

1. $27 \div 3 =$ _____ 2. $54 \div 6 =$ _____ 3. $21 \div 3 =$ _____ 4. $3 \div 1 =$ _____

5. Altogether there are 56 stripes on 7 different flags. Each flag has the same number of stripes. How many stripes does each flag have?

| | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
| | | | | |

Tuesday Math Skills Practice

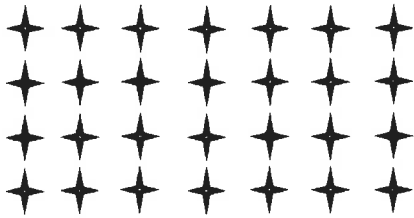
NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 1 Exit Ticket **3•3**

Name _____

Date _____

1. Use the array to write two different multiplication facts.



_____ = _____ × _____

_____ = _____ × _____

2. Karen says, "If I know $3 \times 8 = 24$, then I know the answer to 8×3 ." Explain why this is true.

Tuesday ELD Homework

Make a T chart. Make a list of opposites in your home.. **OR** complete an activity on KPBS Kids (access through Clever).

| Clean cup | Dirty cup |
|-----------|-----------|
| | |

Tuesday LIM Homework

Think Win-Win: Plan a fun activity to do with your family. It can be anything that is good for your mind, body, or spirit!

Tuesday SEL Homework

Directions: Choose a lesson from the link below **OR** complete "Kindness" activities below.

[SEL Lesson](#)

PE Homework

Directions: Choose a lesson from the link or page listed below.

[PE Activities](#)




**FLASH
WARM-UP**

Complete three rounds of each exercise!



© 2005 A.M.C.

FLASH WARM-UP

| | | |
|--|---|--|
|  <p>JOG IN PLACE: 15 SECONDS</p> |  <p>SPRINT IN PLACE: 15 SECONDS</p> |  <p>JOG IN PLACE: 15 SECONDS</p> |
|  <p>PUSH UP POSITION: 30 SECONDS</p> |  <p>SPRINT IN PLACE: 15 SECONDS</p> |  <p>JOG IN PLACE: 30 SECONDS</p> |
|  <p>SPRINT IN PLACE: 15 SECONDS</p> | <div><p>WOAH! THAT WAS FAST! CAN YOU DO IT AGAIN?</p></div>  | |

Directions: Type your answers in the colored boxes for each item

Wednesday Reading Log

Please submit your daily reading log answers here.

| | |
|-----------------------------------|--|
| Book/Chapter(s) read: | |
| Minutes read: | |
| 1 sentence comment about reading: | |

3M Science at Home: Inflation Station [Video](#)

Use 6 words to explain your experiment.

| |
|--|
| |
|--|

Wednesday Journal Response

Read "Welcome to the Bakery", page 378. What kind of person do you think would make a good baker? Why do you think that?

| |
|--|
| |
|--|

Wednesday Math Sprint (Lesson 2A)

Please submit your daily sprint answers in the green answer boxes below.

A

Number Correct: _____

Use the Commutative Property to Multiply

| | | |
|-----|-----------------|--|
| 1. | $2 \times 2 =$ | |
| 2. | $2 \times 3 =$ | |
| 3. | $3 \times 2 =$ | |
| 4. | $2 \times 4 =$ | |
| 5. | $4 \times 2 =$ | |
| 6. | $2 \times 5 =$ | |
| 7. | $5 \times 2 =$ | |
| 8. | $2 \times 6 =$ | |
| 9. | $6 \times 2 =$ | |
| 10. | $2 \times 7 =$ | |
| 11. | $7 \times 2 =$ | |
| 12. | $2 \times 8 =$ | |
| 13. | $8 \times 2 =$ | |
| 14. | $2 \times 9 =$ | |
| 15. | $9 \times 2 =$ | |
| 16. | $2 \times 10 =$ | |
| 17. | $10 \times 2 =$ | |
| 18. | $5 \times 3 =$ | |
| 19. | $3 \times 5 =$ | |
| 20. | $5 \times 4 =$ | |
| 21. | $4 \times 5 =$ | |
| 22. | $5 \times 5 =$ | |

| | | |
|-----|-----------------|--|
| 23. | $5 \times 6 =$ | |
| 24. | $6 \times 5 =$ | |
| 25. | $5 \times 7 =$ | |
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| 30. | $9 \times 5 =$ | |
| 31. | $5 \times 10 =$ | |
| 32. | $10 \times 5 =$ | |
| 33. | $3 \times 3 =$ | |
| 34. | $3 \times 4 =$ | |
| 35. | $4 \times 3 =$ | |
| 36. | $3 \times 6 =$ | |
| 37. | $6 \times 3 =$ | |
| 38. | $3 \times 7 =$ | |
| 39. | $7 \times 3 =$ | |
| 40. | $3 \times 8 =$ | |
| 41. | $8 \times 3 =$ | |
| 42. | $3 \times 9 =$ | |
| 43. | $9 \times 3 =$ | |
| 44. | $4 \times 4 =$ | |


| | | | |
|-----|-----|-----|-----|
| 1. | 13. | 25. | 37. |
| 2. | 14. | 26. | 38. |
| 3. | 15. | 27. | 39. |
| 4. | 16. | 28. | 40. |
| 5. | 17. | 29. | 41. |
| 6. | 18. | 30. | 42. |
| 7. | 19. | 31. | 43. |
| 8. | 20. | 32. | 44. |
| 9. | 21. | 33. | |
| 10. | 22. | 34. | |
| 11. | 23. | 35. | |
| 12. | 24. | 36. | |


Wednesday Math Homework

Directions: Please submit your Wednesday answers in the purple boxes below.

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. 4 m. x 3 m. = ____ square meters 2. 6 in. (length) x ____ in. (width) = 42 square inches

3.  = ____ square feet
7 ft. 9 ft.

4. 3 ft.  Square side length 3 feet.
Area = ____ square feet

5. If a cabinet top measured 2 feet in length and 8 feet in width, how many square feet is the cabinet top?

| | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

Wednesday ELD Homework

Find food in your house, like crackers or water bottles. Write or draw a word problem. Ex- Omar has 36 crackers. Neveah ate twenty-three. How many are left? **OR** complete an activity on BrainPopELL ([access through Clever](#)).

Wednesday SEL Homework


Directions: Choose a lesson!

[SEL Lesson](#)

PE Homework









Directions: Choose a lesson from the link or page listed below.

[PE Activities](#)



FLASH WARM-UP

Complete three rounds of each exercise!

| | | |
|--|--|--|
|  JOG IN PLACE: 15 SECONDS |  SPRINT IN PLACE: 15 SECONDS |  JOG IN PLACE: 15 SECONDS |
|  PUSH UP POSITION: 30 SECONDS |  SPRINT IN PLACE: 15 SECONDS |  JOG IN PLACE: 30 SECONDS |
|  SPRINT IN PLACE: 15 SECONDS |  | |

Directions: Type your answers in the colored boxes for each item

Thursday Reading Log

Please submit your daily reading log answers here.

| | |
|-----------------------------------|--|
| Book/Chapter(s) read: | |
| Minutes read: | |
| 1 sentence comment about reading: | |

Thursday Journal Response

Re-read "Cook-a-Doodle-Do", page 353. Pretend you want to bake a cake. Which of the characters would you ask to help you? Why?

| |
|--|
| |
|--|

Thursday Math Sprint (Lesson 2B)

Please submit your daily sprint answers here.

B

Number Correct: _____

Improvement: _____

Use the Commutative Property to Multiply

| | | |
|-----|-----------------|--|
| 1. | $5 \times 2 =$ | |
| 2. | $2 \times 5 =$ | |
| 3. | $5 \times 3 =$ | |
| 4. | $3 \times 5 =$ | |
| 5. | $5 \times 4 =$ | |
| 6. | $4 \times 5 =$ | |
| 7. | $5 \times 5 =$ | |
| 8. | $5 \times 6 =$ | |
| 9. | $6 \times 5 =$ | |
| 10. | $5 \times 7 =$ | |
| 11. | $7 \times 5 =$ | |
| 12. | $5 \times 8 =$ | |
| 13. | $8 \times 5 =$ | |
| 14. | $5 \times 9 =$ | |
| 15. | $9 \times 5 =$ | |
| 16. | $5 \times 10 =$ | |
| 17. | $10 \times 5 =$ | |
| 18. | $2 \times 2 =$ | |
| 19. | $2 \times 3 =$ | |
| 20. | $3 \times 2 =$ | |
| 21. | $2 \times 4 =$ | |
| 22. | $4 \times 2 =$ | |

| | | |
|-----|-----------------|--|
| 23. | $6 \times 2 =$ | |
| 24. | $2 \times 6 =$ | |
| 25. | $2 \times 7 =$ | |
| 26. | $7 \times 2 =$ | |
| 27. | $2 \times 8 =$ | |
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| 30. | $9 \times 2 =$ | |
| 31. | $2 \times 10 =$ | |
| 32. | $10 \times 2 =$ | |
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| 34. | $3 \times 4 =$ | |
| 35. | $4 \times 3 =$ | |
| 36. | $3 \times 6 =$ | |
| 37. | $6 \times 3 =$ | |
| 38. | $3 \times 7 =$ | |
| 39. | $7 \times 3 =$ | |
| 40. | $3 \times 8 =$ | |
| 41. | $8 \times 3 =$ | |
| 42. | $3 \times 9 =$ | |
| 43. | $9 \times 3 =$ | |
| 44. | $4 \times 4 =$ | |

| | | | |
|-----|-----|-----|-----|
| 1. | 13. | 25. | 37. |
| 2. | 14. | 26. | 38. |
| 3. | 15. | 27. | 39. |
| 4. | 16. | 28. | 40. |
| 5. | 17. | 29. | 41. |
| 6. | 18. | 30. | 42. |
| 7. | 19. | 31. | 43. |
| 8. | 20. | 32. | 44. |
| 9. | 21. | 33. | |
| 10. | 22. | 34. | |
| 11. | 23. | 35. | |
| 12. | 24. | 36. | |

Thursday Math Homework

Directions: Please submit your Thursday answers here.

Thursday: Add/Subtract within 1000

1. $497 - 338 = \underline{\hspace{2cm}}$

2. $398 + 203 = \underline{\hspace{2cm}}$

3.
$$\begin{array}{r} 176 \\ - 128 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 397 \\ + 588 \\ \hline \end{array}$$

5. Our school needs 690 erasers. So far, we have 508 erasers. How many more erasers do we need?

| | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

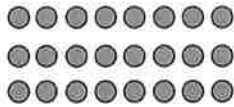
Thursday Math Skills Practice

2. Write two multiplication facts for each array.



_____ = _____ x _____

_____ = _____ x _____



_____ = _____ x _____

_____ = _____ x _____

Mixed shapes array

_____ = _____ x _____

_____ = _____ x _____

Circles array

_____ = _____ x _____

_____ = _____ x _____

Thursday ELD Homework

Go outside. Write what you see, hear, think, feel, and smell.

OR Benchmark Universe Ebooks (Dual Collection English/Spanish) (access through Clever)

Thursday LIM Homework

HABIT 5

Listen with Eyes, Ears, and Heart

SEEK FIRST TO
UNDERSTAND,
THEN TO BE
UNDERSTOOD



To listen with the intent to understand requires listening with your eyes, ears, and heart. Listening is a leadership skill that requires practice.

LISTENING:



Eyes: Observe body language.

Ears: Listen to words and tone of voice.

Heart: Listen with the intent to understand.



On the **Lotus Diagram**, write ways to know if someone is a great listener.

EXAMPLE:

Look at person speaking.

| | | |
|--|------------------------|--|
| | | |
| | GREAT LISTENERS | |
| | | |

| | | |
|-----------|-----------------|-----------|
| Type here | Type here | Type here |
| Type here | Great Listeners | Type here |
| Type here | Type here | Type here |

Think about
your listening skills.



Circle the number that reflects your current ability to listen.

- 1- Listening for me is difficult.
- 2- I need reminders to listen.
- 3- I'm usually okay but I can get distracted when I listen.
- 4- I'm a pretty good listener.
- 5- I am a model for listening.

Friends have a responsibility to listen.

Do you agree or disagree? Circle one.

AGREE

DISAGREE

Why?

Do you agree or disagree? Why?

Thursday SEL Homework


Directions: Choose a lesson from the link below **OR** complete the "Kindness" activities below on a separate piece of paper.

[SEL Lesson](#)


PE Homework

Directions: Choose a lesson from the link or page listed below.





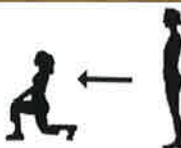


[PE Activities](#)




**IRON MAN
WARM-UP**



**IRON MAN
WARM-UP**

| | | |
|--|---|---|
|  <p>JOG IN PLACE: 30 SECONDS</p> |  <p>30 JUMPING JACKS</p> |  <p>10 PLANKS WITH ROTATION</p> |
|  <p>5 SQUAT JUMPS</p> |  <p>5 LUNGES EACH LEG</p> |  <p>10 LEG LIFT CRUNCHES</p> |
|  <p>5 BURPBES</p> | <p>REPEAT THIS WARM UP 2 MORE TIMES. THEN...YOU...ARB...IRON MAN!</p> | |



Complete three rounds of each exercise!

Directions: Type your answers in the colored boxes for each item

Friday Reading Log

Please submit your daily reading log answers here.

| | |
|-----------------------------------|--|
| Book/Chapter(s) read: | |
| Minutes read: | |
| 1 sentence comment about reading: | |

Friday Journal Response

Re-read "Welcome to the Bakery", page 378. Think about this article and *Cook-a-Doodle-Do!*
What tips could a real baker give the animals?

| |
|--|
| |
|--|

Friday Math Sprint (Lesson 7A)

Please submit your daily sprint answers here.

Multiply.

$7 \times 1 = \underline{\quad}$ $7 \times 2 = \underline{\quad}$ $7 \times 3 = \underline{\quad}$ $7 \times 4 = \underline{\quad}$

$7 \times 5 = \underline{\hspace{2cm}}$ $7 \times 1 = \underline{\hspace{2cm}}$ $7 \times 2 = \underline{\hspace{2cm}}$ $7 \times 1 = \underline{\hspace{2cm}}$

$7 \times 3 = \underline{\quad}$ $7 \times 1 = \underline{\quad}$ $7 \times 4 = \underline{\quad}$ $7 \times 1 = \underline{\quad}$

$7 \times 5 =$ _____ $7 \times 1 =$ _____ $7 \times 2 =$ _____ $7 \times 3 =$ _____

$7 \times 2 =$ _____ $7 \times 4 =$ _____ $7 \times 2 =$ _____ $7 \times 5 =$ _____

$7 \times 2 = \underline{\hspace{2cm}}$ $7 \times 1 = \underline{\hspace{2cm}}$ $7 \times 2 = \underline{\hspace{2cm}}$ $7 \times 3 = \underline{\hspace{2cm}}$

$7 \times 1 = \underline{\quad}$ $7 \times 3 = \underline{\quad}$ $7 \times 2 = \underline{\quad}$ $7 \times 3 = \underline{\quad}$

$7 \times 4 = \underline{\hspace{2cm}}$ $7 \times 3 = \underline{\hspace{2cm}}$ $7 \times 5 = \underline{\hspace{2cm}}$ $7 \times 3 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\quad}$ $7 \times 1 = \underline{\quad}$ $7 \times 4 = \underline{\quad}$ $7 \times 2 = \underline{\quad}$

$7 \times 4 = \underline{\hspace{2cm}}$ $7 \times 3 = \underline{\hspace{2cm}}$ $7 \times 4 = \underline{\hspace{2cm}}$ $7 \times 5 = \underline{\hspace{2cm}}$

$7 \times 4 =$ _____ $7 \times 5 =$ _____ $7 \times 1 =$ _____ $7 \times 5 =$ _____

$7 \times 2 =$ _____ $7 \times 5 =$ _____ $7 \times 3 =$ _____ $7 \times 5 =$ _____

$7 \times 4 =$ _____ $7 \times 2 =$ _____ $7 \times 4 =$ _____ $7 \times 3 =$ _____

$7 \times 5 =$ _____ $7 \times 3 =$ _____ $7 \times 2 =$ _____ $7 \times 4 =$ _____

$7 \times 3 =$ _____ $7 \times 5 =$ _____ $7 \times 2 =$ _____ $7 \times 4 =$ _____

| | | | |
|-----|-----|-----|-----|
| 1. | 16. | 31. | 46. |
| 2. | 17. | 32. | 47. |
| 3. | 18. | 33. | 48. |
| 4. | 19. | 34. | 49. |
| 5. | 20. | 35. | 50. |
| 6. | 21. | 36. | 51. |
| 7. | 22. | 37. | 52. |
| 8. | 23. | 38. | 53. |
| 9. | 24. | 39. | 54. |
| 10. | 25. | 40. | 55. |
| 11. | 26. | 41. | 56. |
| 12. | 27. | 42. | 57. |
| 13. | 28. | 43. | 58. |
| 14. | 29. | 44. | 59. |
| 15. | 30. | 45. | 60. |

Friday ELD Homework

Choose two animals. Draw and label their body parts. Create a venn diagram to compare them **OR** KPBS Kids (access through Clever)

Friday LIM Homework



HABIT 7

Sharpen the Body

HABIT 7 encourages you to keep your body “sharp” by exercising, eating healthy, and getting enough sleep.

SHARPEN THE SAW

ONE WAY TO TAKE CARE OF YOUR BODY IS TO MOVE IT.

You have been asked to suggest activities that will encourage students in your community to exercise.

What would you suggest?

EXAMPLE: Skateboard park, playground, bike trails, etc.

Activities that will encourage students to exercise:

•
•
•

Friday SEL Homework

Directions: Choose a lesson!

[SEL Lesson](#)

PE Homework

Directions: Choose a lesson from the link or page listed below.

PE Activities

IF you are looking for a daily challenge! Try this!

April 2020

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | |
|--|--|--|---|--|---|--|-------------------|
| Student Name: _____ Classroom Teacher: _____ | | Parent Signature: _____ | | 1 Hold a push-ups position while saying the months of the year 2 times.  | 2 Skip around the house while you sing the school song.  | 3 Grab Walk from the kitchen to your bedroom (even if it's up or down the stairs)  | 4 Rest Day |
| 5 Get some cones of food and do arm curls while a family member or friend counts to 100. Use both arms.  | 6 Keep your legs straight while you bend relaxed at the waist. Breathe in and out slowly making your hands reach for the floor.  | 7 Do the butterfly stretch while saying out loud 10 words that begin with the letter "J".  | 8 Reach up off the floor 15 times.  | 9 Do squats while watching 3 commercials on T.V.  | 10 Rest Day | 11 Balance on one foot while a family member or friend sings the ABC song 2 times.  | |
| 12 Challenge a family member or friend to a "Mountain Climber To 50" Race.  | 13 Pretend to hula hoop while saying the alphabet forwards then back words. If you have a hula hoop, use it!  | 14 Dance to one of your favorite songs.  | 15 Do 60 seconds of arm circles.  | 16 Rest Day | 17 Grab one foot and stretch your thigh for 30 seconds. Repeat using the other leg. Then try it with your eyes closed.  | 18 Hold a push-ups position while giving a high five to a family member or friend 25 times.  | |
| 19 Stand in front of a mirror and flex or move every muscle you can think of.  | 20 Get some cones of food and do lunges while a family member or friend sings your FAVORITE song.  | 21 Spell your full name while you jump in the air for each letter.  | 22 Rest Day | 23 Reach and touch your toes while counting to 30. Go slow! Repeat 2 times.  | 24 Do 50 side bends. While doing them sing your favorite song out loud.  | 25 Challenge a family member or friend to a "Jumping Jack race to 50" contest.  | |
| 26 Do 100 Jumping Jacks.  | 27 With your back flat against the wall, do the Wall Sit for 60 seconds.  | 28 Rest Day | 29 Make up your own fitness challenge and draw it on the back of this paper. | 30 Pick One Of Your Favorite Days And Do it Again!!!  |  | Check off (✓) when you finish each day | |